Social Work 641

Clinical Practice With Service Members and Veterans

Three Units

Instructor: COL Jeff Yarvis, PhD, MSW, M.Ed., LCSW, ACSW, BCD
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Telephone: 703-901-6973
Course Day: Monday
Course Time: Section I 4:45-6:00
Section II 6:30-7:45
Office: Virtual
Office Hours: Upon Request: Please send me an email. Will arrange a meeting time.
Course Location: VAC

I. COURSE PREREQUISITES

SOWK 505 and SOWK 535

II. CATALOGUE DESCRIPTION

This course addresses the needs of service members and veterans at different developmental phases of the military life cycles, both holistically and within the context of their families and communities. In addition, theoretical and practical approaches to treatment of chronic stress, acute stress, and trauma-related stress disorders are examined with the goal of advancing students’ knowledge of best practices and current evidence-based models.

III. COURSE DESCRIPTION

Military social work students (per CSWE-2010 guidelines) will be prepared to facilitate clients’ ways of coping with a range of physical health, mental health, and psychosocial issues. Students learn to identify these concerns along with the risk and protective factors associated with navigating deployments and combat stressors. Those service members who are bolstered by their resilience and protective factors often return from deployment with a healthy transition, while others exposed to high-intensity combat exposure and repeated deployments may develop injuries to their physical health, mental health, and psychosocial coping.

While the course specifically highlights mental health and psychosocial needs as a result of combat, deployments, and workplace and community stressors, it also highlights and addresses treatment needs related to the impact of wars/conflicts on service members and veterans (e.g., Operational Iraqi Freedom (OIF), Operation Enduring Freedom (OEF), Somalia conflicts).
Students will also learn to understand and apply evidence-based clinical approaches that address signature injuries noted. Managing transference/countertransference phenomena and attending to secondary trauma are central. Attention will be paid to issues of diversity (gender, race, sexual orientation, and culture) including specific issues relevant in work with culturally diverse client groups. Addressing stigma and barriers to service will help students establish alliances with their clients effectively. Finally, students will learn to use the range of practice models in a phase-oriented approach that values the therapeutic relationship, cultural responsiveness, and theoretical grounding.

IV. Course Objectives

The Clinical Practice for Service Members and Veterans course (SOWK 641) will:

<table>
<thead>
<tr>
<th>Objective #</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Explain the sociohistorical context for psychological responses and treatment methods for service members, veterans, and their families throughout the deployment cycle</td>
</tr>
<tr>
<td>2</td>
<td>Promote understanding of the role of diversity and demonstrate cultural responsiveness in practice with service members and veterans</td>
</tr>
<tr>
<td>3</td>
<td>Facilitate identification of risk and protective factors in coping with deployment stressors</td>
</tr>
<tr>
<td>4</td>
<td>Explain complex biopsychosocial-spiritual factors germane to assessment and treatment planning with service members and veterans</td>
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<tr>
<td>5</td>
<td>Promote students’ ability to reflect on their own affect, thoughts, worldviews, and biases that influence, practice, and teach the use of “professional self” in clinical practice contexts</td>
</tr>
</tbody>
</table>

V. Course Format/Instructional Methods

Modes of instruction will consist of a combination of didactic lecture, in-class discussion, student clinical case presentations, experiential exercise, analysis of videotapes, role plays, and online teaching and learning environments.

VI. Student Learning Outcomes

Student learning for this course relates to one or more of the following 10 social work core competencies:

<table>
<thead>
<tr>
<th>Social Work Core Competencies</th>
<th>SOWK 641</th>
<th>Course Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Professional Identity</td>
<td></td>
<td></td>
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<tr>
<td>2 Ethical Practice</td>
<td></td>
<td></td>
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<tr>
<td>3 Critical Thinking</td>
<td></td>
<td></td>
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<tr>
<td>4 Diversity in Practice</td>
<td></td>
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<tr>
<td>5 Human Rights and Justice</td>
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</tr>
<tr>
<td>6 Research-Based Practice</td>
<td>*</td>
<td>1 and 4</td>
</tr>
<tr>
<td>7 Human Behavior</td>
<td></td>
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</tbody>
</table>
The following table explains the highlighted competencies for this course, the related student learning outcomes, and the method of assessment.

<table>
<thead>
<tr>
<th>Competencies/ Knowledge, Values, Skills</th>
<th>Student Learning Outcomes (What Advanced Practitioners in Military Social Work Do)</th>
<th>Method of Assessment</th>
</tr>
</thead>
</table>
| Research-Based Practice—Engage in research-informed practice and practice informed research. Social workers use practice experience to inform research; employ evidence-based interventions; evaluate their own practice; and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers:  
  ▪ Use practice experience to inform scientific inquiry  
  ▪ Use research evidence to inform practice | 1. Locate, evaluate, and analyze current research literature related to military social work  
  2. Evaluate research to practice with service members, veterans, families, and their communities  
  3. Analyze models of assessment, prevention, intervention, and evaluation within the context of military social work  
  4. Apply different literature and evidence-informed and evidence-based practices in the provision of services across the DOD/VA continuum of care and services | Class Participation, Discussion With Field Instructor, Assignment 2 (Presentation of Research), and Assignment 1 (Student Journal) |
<table>
<thead>
<tr>
<th>Practice Contexts—Respond to contexts that shape practice. Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic and use knowledge and skill to respond proactively. Social workers:</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Assess service systems’ history, trends, and innovations in social work practice with service members, veterans, their families, and/or their communities</td>
</tr>
<tr>
<td>6. Apply knowledge of practice within the military context to the development of evaluations, prevention plans, and treatment strategies</td>
</tr>
<tr>
<td>7. Use information technologies and organizational analysis techniques for outreach, planning multiyear projections, for service delivery to service members and the veteran populations as well as to their families and their communities</td>
</tr>
<tr>
<td>Assignment 1</td>
</tr>
</tbody>
</table>
**Engage, Assess, Intervene, and Evaluate**—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing research-informed interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

### **Engagement:**

- **Social workers:**
  - Substantively and effectively prepare for engagement with individuals, families, groups, organizations, and communities
  - Use empathy and other interpersonal skills
  - Involve the client in goal-setting, focus of work, and desired outcomes

### **Engagement:**

- **Substantive and effective determination**
  - Recognize the unique issues and culture presented by the service member, veteran, and/or family member client
  - Establish a culturally responsive therapeutic relationship that addresses the unique issues associated with confidentiality and reporting requirements within a military context
  - Explain the nature, limits, rights, and responsibilities of the client who seeks services
  - Explain the stigma, risks, and benefits of seeking or not seeking services
  - Engage with military leadership, the unit, veteran service organizations, and/or family members
  - Demonstrate a knowledge base related to risk and protective factors associated with deployment, military service, and other aspects of life and role transitions that service members and veterans experience
  - Demonstrate knowledge related to health and mental health illnesses, injuries, and outcomes for service members, veterans, their families, and their communities

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Class Participation, Discussion With Field Instructor, Assignment 2 (presentation of research), Assignment 1 (Student Journal), and Assignment 3
<table>
<thead>
<tr>
<th>Assessment: Social workers:</th>
<th>9. Assessment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Collect, organize, and interpret client data</td>
<td>▪ Select and modify appropriate multisystem intervention strategies based on continuous clinical assessment of military or veteran issues</td>
</tr>
<tr>
<td>▪ Assess client strengths and limitations</td>
<td>▪ Use differential diagnoses that take into consideration signature injuries as well as other military-related illnesses and injuries</td>
</tr>
<tr>
<td>▪ Develop intervention goals and objectives</td>
<td>▪ Use empathy, cultural responsiveness, and other interpersonal skills in completing an assessment and assess coping strategies to reinforce and improve adaptation to life situations and transitions while also emphasizing ways of coping with readjustment from military to civilian life</td>
</tr>
<tr>
<td>▪ Select appropriate intervention strategies</td>
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</table>

<table>
<thead>
<tr>
<th>Intervention: Social workers:</th>
<th>10. Intervention:</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Initiate actions to achieve client and/or organizational goals and resolve problems</td>
<td>▪ Use a range of appropriate clinical and preventive interventions for various injuries, diagnoses, and psychosocial concerns identified in the assessment, including crisis intervention and advocacy strategies as needed</td>
</tr>
<tr>
<td>▪ Implement prevention interventions that enhance client capacities</td>
<td>▪ Engage clients in ongoing monitoring and evaluation of practice processes and outcomes</td>
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<tr>
<td>▪ Negotiate, mediate, and advocate for clients</td>
<td>▪ Demonstrate the capacity to reflect on one’s own responses (i.e., affect and worldviews) that influence the progress in and the completion of treatment</td>
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<tr>
<td>▪ Facilitate transitions and endings</td>
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</tbody>
</table>

Class Participation, Discussion With Field Instructor, Assignment 2 (presentation of research), Assignment 1 (Student Journal), and Assignment 3
Evaluation: Social workers critically analyze, monitor, and evaluate interventions. Advanced practitioners in military social work understand the process of adaptation from evidence-based practice to implementation within a military context. They understand the research that informs all levels of practice as it relates to service members, veterans, their families, and their communities.

11. Evaluation:
- Use clinical and program evaluation of the process and/or outcomes to develop best-practice interventions and programs for a range of biopsychosocial-spiritual conditions
- Evaluate their own practice to determine the effectiveness of the applied intervention on military/veteran issues

VII. COURSE ASSIGNMENTS, DUE DATES, AND GRADING

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>% of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 1: Culture Course</td>
<td>TBD</td>
<td>5%</td>
</tr>
<tr>
<td>Assignment 2: Articles Review</td>
<td>Week 6</td>
<td>25%</td>
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<tr>
<td></td>
<td>12 OCT</td>
<td></td>
</tr>
<tr>
<td>Assignment 3: Reflective Journal</td>
<td>Week 11</td>
<td>20%</td>
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<tr>
<td></td>
<td>16 NOV</td>
<td></td>
</tr>
<tr>
<td>Assignment 4: Case Presentation</td>
<td>TBD</td>
<td>10%</td>
</tr>
<tr>
<td>Assignment 5: Problem Solution Paper</td>
<td>Week 15</td>
<td>30%</td>
</tr>
<tr>
<td></td>
<td>14 DEC</td>
<td></td>
</tr>
<tr>
<td>Class participation</td>
<td>End</td>
<td>10%</td>
</tr>
</tbody>
</table>

Each of the major assignments is described below.

Assignment 1: Culture Course (5%)

To work effectively with military members, veterans, and their families, you need to know the culture. This assignment will familiarize you with many of the elements of this culture. This “mini” course takes between 45 minutes and 3 hours to complete depending on your familiarity with the culture and is hosted on a website outside the VAC.
This assignment is pass/fail and constitutes 5 percent of your final grade. You must complete this assignment by the beginning of the fourth week of this class. Your instructor will provide a specific date for your section. Upon completion of the course, post your certificate in the Exam, Assignment Upload, and Grading Unit to receive the credit.

The instructions for accessing the course can be found in Documentation in the SOWK 641 VAC course.

**Assignment 2: Articles Review (25%)**

Select and critically analyze two scholarly articles on working with military veterans and/or service members that are on the same topic. For example, two articles on military sexual assault. Submit a four- to six-page, double-spaced paper (not including the title or reference page) of your analysis. (Do NOT select an article on military families.) Integrate the articles by highlighting points of similarity and difference. The articles should be from scholarly sources such as peer-reviewed journals. They should not be articles from newspapers or popular magazines or media outlets. **Only one article can be from the recommended or required readings in the syllabus.** The assignment should be double-spaced with 12-point font, Times New Roman.

Be sure to address the following questions in your review:

1. Summarize the articles: Explain the two to three key points the author(s) share about working with service members or veterans.
2. Evaluate the strengths and weaknesses of the articles in terms of its scholarship.
3. Explain the importance of the article to clinical practice with service members and veterans: In a few sentences, explain why you think the articles are or are not useful to the field of clinical practice with service members and veterans.
4. Discuss how the articles fit into a bigger context (or not) of clinical practice with service members and veterans.
5. Discuss how the articles can be applied to race, gender, or sexual orientation issues in the context of clinical practice with service members.
6. Discuss the most interesting aspect of the articles. What aspect of the articles did you personally find the most interesting or useful in your work with service members or veterans?

Provide a copy of the articles to the instructor (electronically or hard copy).

**Due: Week 6**

*This assignment relates to student learning outcomes 1, 3, and 4.*
Assignment 3: Reflective Journal (20%)

Submit a four- to five-page typed paper (not counting the title or reference page) summarizing your learning from this course that may influence your future practices as a social worker. Although this assignment is labeled as a journal, the assignment should use formal writing and display graduate-level work. The assignment should be double-spaced with 12-point font, Times New Roman.

Grading Criteria:

1. Select three specific areas discussed in class, the VAC, or reading that were particularly important for you and discuss how each will influence your practice as a social worker.

2. Provide examples of these areas and specific experiences, readings, or discussions to support your analysis.

3. Show an awareness of the emotional impact of these experiences, issues, and topics (e.g., countertransference, relating personally or professionally to the topic on an emotional level).

4. Specifically discuss new insights and awareness.

5. Clearly discuss the influence of these insights on future practices as a social worker.

Instructors are looking for evidence related to the course objectives where you provide an account of a particular experience, issue, or topic; demonstrate an awareness of any emotional response the activity engendered; and describe the outcome of reflecting on the experience such as a new awareness or significant insight.

Due: Week 11

This assignment relates to student learning outcome 5.
Assignment 4: Case Presentation (10%)

Students will work in teams of two: partners and presentation dates will be assigned during the second class session. This assignment is a class presentation of a case analysis of an adult service member or veteran client. Ideally the cases will come from the student’s field placement; however, where the student does not have access to an adult service member or veteran client, a case study will be provided by the instructor. Presentations are not to exceed 20 minutes. This presentation requires a biopsychosocial-spiritual perspective. Students may use a standardized assessment form. This assessment may be used to guide their selection of an appropriate evidenced-based practice intervention (from those discussed in class and in the clinical literature, e.g., CBT) to match the needs identified for the client. Standardized assessment forms will be provided to students.

Grading Criteria:

1. Demonstrate working knowledge of the biopsychosocial-spiritual model and evidence based interventions
2. Thoughtful discussion of your clinical assessment and generation of possible diagnosis and rule out diagnosis
3. Willingness to be self-reflective (e.g., countertransference)
4. Discussion of race, gender, sexual orientation, spirituality, etc. considerations as appropriate

Due: To be arranged by course instructor and students during second class discussion

Assignment 5: Problem Solution Paper (30%)

The final course assignment is problem solution paper focused on resolving a problem or issue related to military members and/or veterans. The paper should analyze the problem/issue in depth using the course materials and outside sources. It should examine the underlying assumptions of the problem/issue and apply at least two theories in understanding and resolving the problem/issue. The problem/issue can be either clinical or policy related. Students should clearly label their papers as either a policy or clinical analysis. Topics must be approved by the course instructor. Some examples are provided below. Do NOT choose a topic on military families as these topics are covered in another course.

Examples:

- Integrating transgender service members into the military
- Increasing the number of women and minorities in the senior ranks
- Overcoming homophobia in the military
- Veteran employment challenges
- Reintegration of service members (select a specific element of this topic)
- PTSD Treatment Failure Rate
- Alcohol abuse in the US military
- Homelessness among veterans
- Suicide among veterans or military members
- Use of prescription medications among military members

The paper should be 10-12 pages long, double-spaced with one-inch margins all around, in Times New Roman 12pt. font. APA Style should be used throughout.

**Grading Criteria:**

1. Review the literature around the problem/issue. This section should compare and contrast different perspectives on the problem/issue and include an analysis of the underlying assumptions of the problem. For example, an underlying assumption around military suicides that it is significant problem in all of the services. The evidence, however, shows that the Navy and Air Force suicide rates have never been above the matched civilian rates. Another assumption might be that the United States government should spare no expense provide for veterans. The assumptions around the problem/issue can be correct, incorrect, or both. You need to bring out some of the assumptions and explore their impact on how the problem is framed as well as the accuracy of the assumption.

2. Discussion of an underlying theory that helps in the analysis and explanation of this area of interest. This discussion should examine the history of the policies or practices surrounding this problem area as well as current policies and programs that address this area.

3. Provide a solution to the problem/issue. The solutions can either be a clinical application, policy change, or program proposal. Be sure to critically analyze your recommendations. Consider counter arguments to your recommendations and respond to them. The solutions should include an analysis of evidence-based practices that address this problem. For example, you might examine interventions such as prolonged exposure therapy in helping military members and veterans overcome post-traumatic stress disorder.

4. Ethical implications of the issue for social workers. This should include a discussion of potential ethical implications as well as issues of social justice.

5. Include discussion of race, gender, sexual orientation and other diversity issues as appropriate.

6. The paper should be supported by at least 8 scholarly articles 3 of which should NOT be in the course syllabus. **HIGHLIGHT the articles in the reference sheet that are not in the syllabus.**
Due: Week 15

This assignment relates to student learning outcomes 1, 2, 3, and 4.

Class Participation

This is 10% of class grade. This grade will be based on the student’s ability to demonstrate professional courtesy, support to peers, and active participation during discussions and presentations of fellow classmates. **Cell phone usage (texting) and recreational computer use are not permitted during class time.**

Grades

Grades in the School of Social Work are determined based on the following standards that have been established by the faculty of the school:

**Grades of A or A–** are reserved for student work that not only demonstrates strong mastery of content but which also shows that the student has undertaken a complex task, has applied critical thinking skills to the assignment, and/or has demonstrated creativity in his or her approach to the assignment. The difference between these two grades would be determined by the degree to which these skills have been demonstrated by the student.

A **grade of B+** will be given to work that is judged to be very good and demonstrates a more-than-competent understanding of the material being tested in the assignment.

A **grade of B** will be given to student work that meets the basic requirements of the assignment and demonstrates work that meets course expectations at an adequate level.

A **grade of B–** will indicate that a student’s performance was less than adequate on an assignment and reflects only moderate grasp of content and/or expectations.

A **grade of C** will reflect a minimal grasp of the assignments, poor organization of ideas, and/or several areas requiring improvement.

**Grades between C– and F** will denote a failure to meet minimum standards, reflecting serious deficiencies in all aspects of a student’s performance on the assignment.

Class grades will be based on the following:

<table>
<thead>
<tr>
<th>Class Grades</th>
<th>Final Grade</th>
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<tbody>
<tr>
<td>3.85–4.00</td>
<td>A</td>
</tr>
<tr>
<td>3.60–3.84</td>
<td>A–</td>
</tr>
<tr>
<td>3.25–3.59</td>
<td>B+</td>
</tr>
<tr>
<td>2.90–3.24</td>
<td>B</td>
</tr>
<tr>
<td>2.60–2.89</td>
<td>B–</td>
</tr>
<tr>
<td>2.25–2.59</td>
<td>C+</td>
</tr>
<tr>
<td>1.90–2.24</td>
<td>C</td>
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<tr>
<td></td>
<td>70–72</td>
</tr>
</tbody>
</table>
VIII. **REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS AND RESOURCES**

**Required Textbooks**


**Optional Textbooks**


Note: Additional required and recommended readings may be assigned by the instructor throughout the course.

**Course Overview**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topics</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>• Course Overview/The Military and Military Culture</td>
<td>31 AUGUST</td>
</tr>
<tr>
<td>2</td>
<td>• Military Social Work and Mental Health</td>
<td>14 September</td>
</tr>
<tr>
<td>3</td>
<td>• Ethical Dilemmas for Social Workers in Military Settings</td>
<td>21 September</td>
</tr>
<tr>
<td>4</td>
<td>• Substance Abuse in the Military</td>
<td>28 September</td>
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<tr>
<td>5</td>
<td>• Suicide and Homicide in the Military</td>
<td>5 October</td>
</tr>
<tr>
<td>6</td>
<td>• Combat Trauma</td>
<td>12 October</td>
</tr>
<tr>
<td>7</td>
<td>• PTSD Assessment</td>
<td>19 October</td>
</tr>
<tr>
<td>8</td>
<td>• PTSD Treatment</td>
<td>26 October *</td>
</tr>
<tr>
<td>9</td>
<td>• Traumatic Brain Injury</td>
<td>2 November</td>
</tr>
<tr>
<td>10</td>
<td>• Adjustment to Loss and Change</td>
<td>9 November *</td>
</tr>
<tr>
<td>11</td>
<td>• Military Sexual Trauma</td>
<td>16 November *</td>
</tr>
<tr>
<td>Unit</td>
<td>Topics</td>
<td>Assignments</td>
</tr>
<tr>
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</tr>
<tr>
<td>12</td>
<td>• Resilience and Positive Psychology</td>
<td>23 November *</td>
</tr>
<tr>
<td>13</td>
<td>• Physical Injuries and Case Management</td>
<td>30 November *</td>
</tr>
<tr>
<td>14</td>
<td>• Diversity</td>
<td>7 December *</td>
</tr>
<tr>
<td>15</td>
<td>• Coming Home: Transitions</td>
<td>14 December</td>
</tr>
</tbody>
</table>

* possible class/group presentation days
Course Schedule—Detailed Description

Unit 1:  Course Overview/The Military and Military Culture

Topics
- Military culture
- Combat masculine warrior paradigm
- Who do we treat?
  - Military life
  - Populations served
  - Treatment considerations for military members and veterans

This unit relates to course objectives 1, 2, and 3.

*Cultural “Boot Camp”*

Required Reading


Recommended Reading


Unit 2: Military Social Work and Mental Health

Topics

- Mental health in the military
- Social work in the military
- Stigma and other barriers to care
- Assessing veterans and military members
- Ice Breaker

This unit relates to course objectives 1, 2, 3, and 4.

Required Reading


Recommended Reading


Unit 3: Ethical Dilemmas for Social Workers in Military Settings

Topics
- Ethical issues for social workers in the military
- Challenges of maintaining confidentiality
- Command-directed referrals
- Self-referral for treatment

This unit relates to course objectives 1, 2, and 5.

R.I.M.E.

Cultural Competence

Freeman on ethics and the military.

Required Reading


Jeffrey, T. B., Rankin, R. J., & Jeffrey, L. K. (1992). In service of two masters: The ethical-legal dilemma faced by military psychologists. Professional Psychology: Research and Practice, 23(2), 91-95. (Classic reading)


Recommended Reading


Unit 4: Substance Abuse

Topics
- The military culture and substance abuse
- Prevalence of PTSD and substance abuse disorders for military service members
  - Prescription drug abuse
  - Alcohol abuse
  - Illicit drug abuse
- The relationship between substance use and trauma
- The negative impact of substance use on coping
- Treating substance use or abuse
- Diagnosing co-occurring DSM-5 conditions
- Determining treatment priorities

This unit relates to course objectives 1, 3, and 4.

Required Reading


Recommended Reading


*possible guest speaker

### Unit 5: Suicide and Homicide in the Military

**Topics**
- Suicide in the military
- Homicide in the military
- Treating suicidal behavior
- Suicide assessment and prevention

This unit relates to course objectives 1, 2, 3, and 4.

*In class watch excerpts from Wartorn and reaction.

**Required Reading**


**Recommended Reading**


### Unit 6: Combat Trauma

**Topics**
- Combat experience and the experience of killing
- Stress and coping
- Combat stress control teams
- Individual therapies, evidence-based practices, and other interventions
- Psychological first aid
- Combat experiences

This unit relates to course objectives 3 and 4.

*Witness the Evil (In class) and reaction/discussion*

**Required Reading**


**Recommended Reading**


(Instructor Note: CD/DVD. Nine videos that focus on PTSD and mental health issues of OIF/OEF combat veterans and their family members.)


(Instructor Note: Related film documentary—*Restrepo.* Viewing of documentary.)


Unit 7: PTSD Assessment

Topics
- PTSD criteria
- Applying the biopsychosocial assessment to military clients
  - Differential assessment related to signature injuries
    ➢ Operational combat stress vs. acute stress reaction vs. PTSD vs. anxiety disorder
    ➢ Affective disorders vs. grief reaction vs. depression (unipolar, bipolar, or reactive)
    ➢ Traumatic brain injury vs. PTSD/PTS vs. substance abuse vs. polytrauma
- Addressing ongoing assessment of safety, risks, self-care, suicidal ideation, danger to self and others
- Using standardized assessment tools
  ➢ Beck Depression Inventory
  ➢ PCL-17 (posttraumatic stress list 17)
  ➢ PDHA/PDHRA (post deployment health assessment)
- Assessing for psychosocial factors

This unit relates to course objectives 1, 2, 3, and 4.

Required Reading


Recommended Reading


### Unit 8: PTSD Treatment

**Topics**
- PTSD treatment
- Treatment options
- Pharmacology and PTSD
  - EMDR
  - Cognitive processing therapy
  - Prolonged exposure therapy

This unit relates to course objectives 1, 2, 3, and 4.

### Required Reading


### Recommended Reading


Unit 9: Traumatic Brain Injury

Topics
- Overview of traumatic brain injury
- Recovering from TBI
- Understanding TBI treatments and future directions

This unit relates to course objectives 1, 2, 3, and 4.

Required Reading


Recommended Reading


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### Unit 10: Adjustment to Loss and Change

**Topics**
- Coping with deployment-related losses
- Combat-related grief and survivor guilt
- Guilt assessment
- Cognitive therapy for guilt
- Suicide and guilt

This unit relates to course objectives 1, 3, and 4.

**Required Reading**


**Recommended Reading**


**Unit 11: Military Sexual Trauma**

**Topics**
- Overview of military sexual trauma and assault
- Rape trauma syndrome
- Treatment considerations
- The theory and application of cognitive processing therapy

This unit relates to course objectives 1, 2, 3, and 4.

*Invisible War reactions.*

**Required Reading**


**Recommended Reading**


**Unit 12: Resilience and Positive Psychology**

**Topics**
- Overview of resilience
- History of resilience
- Resilience programs
- Positive psychology

This unit relates to course objectives 1, 3, and 4.

*Lioness and reactions*

**Required Reading**


Monica, CA: RAND: Center for Military Health Policy Research.  (Read Chapter 3, pp. 31-66)

Recommended Reading


Unit 13: Physical Injuries and Case Management

Topics

• Comprehensive care
• Returning to duty
• Defining the comprehensive care service delivery model
• The role of the primary care manager in military social work
• Services provided by care management
  • Ongoing assessment of risk and safety
  • Care coordination and collaboration among multiple providers
  • Advocacy and brokering with stakeholders

This unit relates to course objectives 1, 2, 3, and 4.

*Women in combat and physical injuries effects on children.

Required Reading


Recommended Reading


Unit 14: Diversity

Topics

- Diversity in the military
- Women in the military
- LGBT military members
- Race in the military

This unit relates to course objectives 1, 3, and 4.

Required Reading


Recommended Reading


Unit 15: Coming Home

Topics

- Coming home
- Deployments
- Reintegration
- Homelessness
- Course review

Required Reading


**Recommended Reading**


University Policies and Guidelines

IX. Attendance Policy

Students are expected to attend every class and to remain in class for the duration of the unit. Failure to attend class or arriving late may impact your ability to achieve course objectives which could affect your course grade. Students are expected to notify the instructor by email of any anticipated absence or reason for tardiness.

University of Southern California policy permits students to be excused from class for the observance of religious holy days. This policy also covers scheduled final examinations which conflict with students’ observance of a holy day. Students must make arrangements in advance to complete class work which will be missed, or to reschedule an examination, due to holy days observance.

Please refer to Scampus and to the USC School of Social Work Student Handbook for additional information on attendance policies.

X. Academic Conduct

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Section 11, Behavior Violating University Standards https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, http://policy.usc.edu/scientific-misconduct/.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the Office of Equity and Diversity http://equity.usc.edu/ or to the Department of Public Safety http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us. This is important for the safety whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. The Center for Women and Men http://www.usc.edu/student-affairs/cwm/ provides 24/7 confidential support, and the sexual assault resource center webpage sarc@usc.edu describes reporting options and other resources.

XI. Support Systems

A number of USC’s schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the American Language Institute http://dornsife.usc.edu/ali, which sponsors courses and workshops specifically for
international graduate students. *The Office of Disability Services and Programs* [http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html](http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html) provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, *USC Emergency Information* [http://emergency.usc.edu/](http://emergency.usc.edu/) will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.

XII. **Statement for Students With Disabilities**

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. *Please be sure the letter is delivered to the instructor as early in the semester as possible.* DSP is located in STU 301 and is open from 8:30 a.m. to 5:00 p.m., Monday through Friday.

Students from all academic centers (including the Virtual Academic Center) may contact Ed Roth, Director of the DSP office at 213-740-0776 or [ability@usc.edu](mailto:ability@usc.edu).

XIII. **Emergency Response Information**

**Note:** The following Emergency Response Information pertains to students on campus, but please note its importance should you be on campus for a temporary or extended period. When not on campus: Call the 911 listing in your local community for any emergency.

To receive information, call the main number (213) 740-2711, press #2. “For recorded announcements, events, emergency communications or critical incident information.”

To leave a message, call (213) 740-8311

For additional university information, please call (213) 740-9233

Or visit university website: [http://emergency.usc.edu](http://emergency.usc.edu)

If it becomes necessary to evacuate the building, please go to the following locations carefully and using stairwells only. Never use elevators in an emergency evacuation.

Students may also sign up for a *USC Trojans Alert* account to receive alerts and emergency notifications on their cell phone, pager, PDA, or e-mail account. Register at [https://trojansalert.usc.edu](https://trojansalert.usc.edu).

<table>
<thead>
<tr>
<th><strong>University Park Campus</strong></th>
<th><strong>Academic Centers</strong></th>
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</thead>
<tbody>
<tr>
<td>City Center</td>
<td>Orange County, Faculty Parking Lot</td>
</tr>
<tr>
<td>Front of Building (12th &amp; Olive)</td>
<td>San Diego, Building Parking Lot</td>
</tr>
<tr>
<td>MRF Lot B</td>
<td>Skirball, Front of Building</td>
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<tr>
<td>SWC Lot B</td>
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<tr>
<td>VKC McCarthy Quad</td>
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<td>WPH McCarthy Quad</td>
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</tbody>
</table>
Do not re-enter the building until given the “all clear” by emergency personnel.

XIV. **Statement About Incompletes**

The Grade of Incomplete (IN) can be assigned only if there is work not completed because of a documented illness or some other emergency occurring after the 12th week of the semester. **Students must NOT assume that the instructor will agree to the grade of IN.** Removal of the grade of IN must be instituted by the student and agreed to by the instructor and reported on the official “Incomplete Completion Form.”

XV. **Policy on Late or Make-Up Work**

Papers are due on the day and time specified. Extensions will be granted only for extenuating circumstances. If the paper is late without permission, the grade will be affected.

XVI. **Policy on Changes to the Syllabus and/or Course Requirements**

It may be necessary to make some adjustments in the syllabus during the semester in order to respond to unforeseen or extenuating circumstances. Adjustments that are made will be communicated to students both verbally and in writing.

XVII. **Code of Ethics of the National Association of Social Workers**

*Approved by the 1996 NASW Delegate Assembly and revised by the 2008 NASW Delegate Assembly* [http://www.socialworkers.org/pubs/Code/code.asp]

**Preamble**

The primary mission of the social work profession is to enhance human well being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession’s focus on individual well being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. “Clients” is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals’ needs and social problems.
The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession’s history, are the foundation of social work’s unique purpose and perspective:

- Service
- Social justice
- Dignity and worth of the person
- Importance of human relationships
- Integrity
- Competence

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

**XVIII. Complaints**

If you have a complaint or concern about the course or the instructor, please discuss it first with the instructor. If you feel you cannot discuss it with the instructor, contact the chair of the sequence, Kim Finney at kfinney@usc.edu. If you do not receive a satisfactory response or solution, contact your advisor or Dr. Paul Maiden, Vice Dean and Professor of Academic and Student Affairs, at rmaden@usc.edu. Or, if you are a student of the VAC, contact June Wiley, Director of the Virtual Academic Center, at (213) 821-0901 or june.wiley@usc.edu for further guidance.